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ABSTRACT

The paper describes a process for planning, implementing, servicing, and revising handicapped children's individualized education programs (IEPs). The procedure is based on a developmental approach with emphasis on systematic instruction and methodical planning of long-term objectives. Sample record sheets suggest a format for detailing strengths and weaknesses following evaluation. Developmental skills within domains are coded for consistent use in the IEP and its updated revisions. A four-step process is outlined from coding weaknesses to selecting instructional objectives and annually updating the IEP. The procedure is said to assure economy while safeguarding individualization. An inventory of materials in perception, reading, math, and language is included in the appendix. (CL)

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A SYSTEM FOR DEVELOPING

I.E.P.s-

SURVIVAL SKILLS FOR PLANNERS

Carol M. Fineblum

EC 120 248

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A SYSTEM FOR DEVELOPING I.E.P.s -- SURVIVAL SKILLS FOR PLANNERS

Carol M. Fineblum

Across the face of our beloved nation, children are waiting.

Each special needs child wants and deserves an individualized plan to enhance his/her educational growth.

To assure this product, teams of diagnosticians, specialists, teachers, and parents are jointly generating basic plans and specific instructional guides. With guidelines from the federal government (P.L. 94-142) and the state educational agencies, they are attempting to comply with both the letter and spirit pf the prevailing legislation. However, the constraints of time, staff "freezes," volumes of referrals, and many local factors deter them from performing at their usual or intended proficiency level.

A host of well-run workshops in all the states has offered a forum for the exchange of ideas and concerns amongst the participants. New concepts have emerged and some problems have been resolved. However, the real issue - time- accompanies the professional back to his job overload. The overwhelming tasks of diagnosing, planning, and implementing the myriad of guides cranked out <u>must</u> bear the individual finger print of"the child"- not the group.

The technique presented here is premised on two reasonably well-accepted and verified tenets: 1.children grow and learn on a developmental scale- passing through a hierarchy of skills at an individual pace and sequential pattern (Gesell)- some rather directly and others circumnavigating and compensating in a zig-zag configuration around norm (Piaget); and 2. a scope and sequence record for each child systematizes instruction; transitionalizes the program from teacher to teacher and level to level; it projects long-term objectives methodically.

When the gap between the steps of I.E.P. planning is reduced, efficiency of production increases. A time and energy economy occurs with this efficiency.

<u>PURPOSE</u>

The purpose of this system is to bring the components of the I.E.P. into

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contiguous contact so that the whole, not the parts, dominate. If the overriding purpose of the plan is to bring increasing success to a handicapped child, then we must succinctly spell out a therapeutic curriculum that moves a child from his/her present performance level toward potential. To do this a simple statement of the child's strengths and weaknesses is essential. With a relative profile of competencies and needs, the planner can specify a direction for change even after the evaluation itself is completed.

PROCESS

The profile depicts performance in domains and/or departments depending upon the developmental needs of the child. #1 attached suggests a format for detailing the strengths and weaknesses following evaluation. Each weakness area should bear a code category. The coded information can be found on the developmental skill sheets (#2). Using these codes immediately establishes priorities for the instructional objectives that will be contained in the guide. A flow of information is activated and is consistently and coherently used to tie the parts of the plan together.

Although the skill format defined here is specific (#2), any domain content can be utilized. That is, objectives on #2 can be generalized or specified according to the interest of the local district. The procedure, not the content, is the key to the system's efficiency; the system is the core that enhances effectiveness.

A series of developmental skills, within the domains assessed, is coded for consistent use in the IEP and its updated revisions. Note the performance skills in the reading, math, language, and perceptual areas, add note their corresponding codes. This code becomes the shorthand for delineating performance objectives on the guide of the I.E.P.

The following steps describe the process used to secure an individual, comprehensive and developmental guide for learning:

1. The learning specialist generates a double column listing of strengths and weaknesses from the educational evaluation (input from the

other disciplines is to be included as appropriate) and these weaknesses are assigned a code from the skill sheets available (#2). Arrange the child's weakness in a sequence that places the most remediatable skill at the top. Optimizing the child's success in learning will tnhance his/her self-concept and vitalize task commitedness.

2- This coded list is referenced to #2 and a set of objectives delineated for the instructional guide is readily established.

e.g. A child whose visual closure, graphomotor and vowel decoding weaknessses are diagnosed as deterrents to learning. Note the codes placed on #1 to specify these deficits:

PV3
L6
R1 & R2

When the skill sheets for that child are marked (code is circled), the typist uses the sheets to type the full objective from just the code provided. Strategies to be employed for the objective will be written between the objectives by the specialist and typed onto the final copy.

The skill sheets can be encoded with proficiency percentages within expected time period for achievement.

An essential element of the skill sheet is the column arrangement that denotes dates of skill instruction, review, and achievement. End of the year recommendations are important springboard guidance for next year's teacher.

3- Once instructional objectives and strategies are selected, materials and equipment are denoted with the same code from inventory sheets(#3). The planners scan the inventory listings and identify a material by its number. That number is written next to the coded skill on #2. The typist, having typed the objective from code, scans the lists (#3) and enters the material from number given when typing the plan. (see example)

All teachers contributing to the I.E.P. should own the skill sheets and understand their relationship to subject taught. Scope and sequence lists of this type are more useful beyond the special child since they guide teachers in selecting ascending skill for all of their children.

4- Annual updates of the I.E.P. can be more efficiently approached if this same procedure is followed (see #4).

SYNOPSIS

You have just reviewed a systematic method for planning, implementing, servicing, and revising the Instructional Guide of the child'd I.E.P.

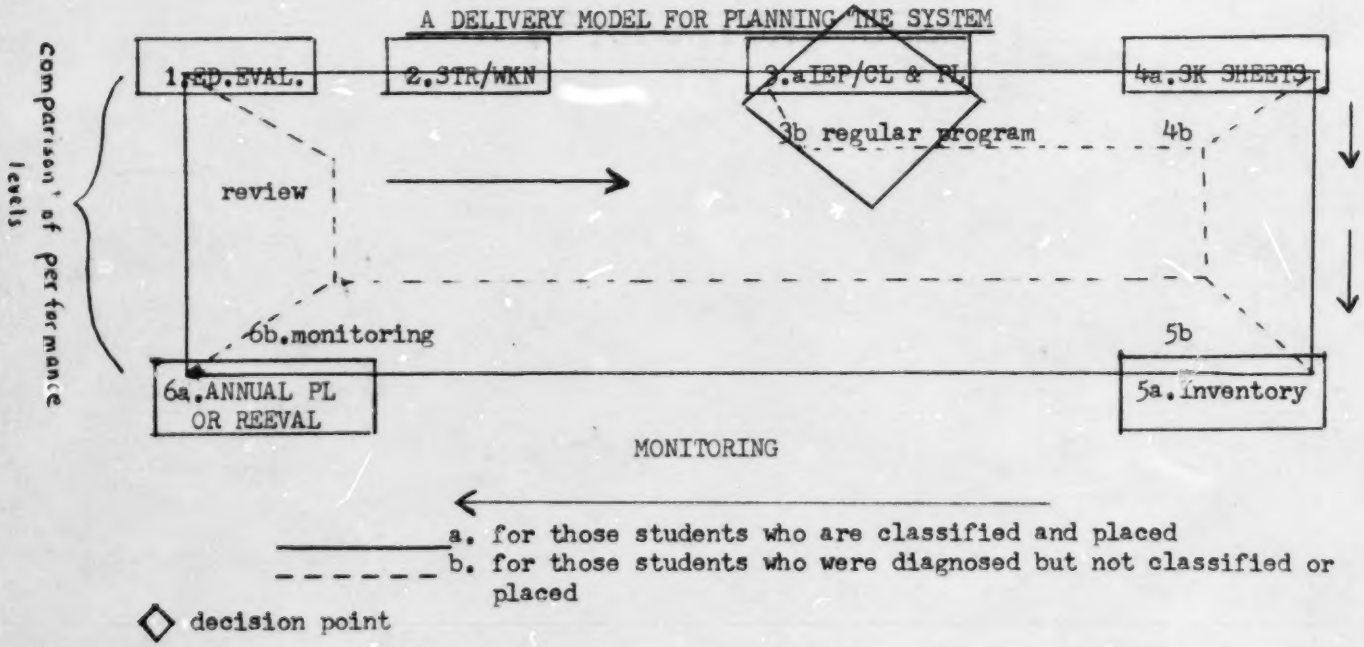
The code for identifying the skill (objective) becomes the key signal for planning. Short of computer-programming the process, this should reduce your time expended and provide a comprehensive guide for teaching.

As you design your own forms, remember to consult your teachers and Child Study Team members for their input. Remember- only those objectives that are realistic and classroom-feasible deserve to be included. Keep your objectives reasonably concrete and achievable by the child within his time frame. Both teacher and child will need to experience success in order to look ahead in the plan. Where practical, students should be involved in a discussion of the skills to be learned. Contracts become an applied means for attending to skills.

SYSTEM STEPS

1. An educational educational evaluation
2. A pattern of strengths and weaknesses
3. Your district's IEP/IG strategy
4. Skills sheets- objectives
5. An inventory coded identically
6. An annual update using the preceding

A DELIVERY MODEL FOR PLANNING THE SYSTEM



_____ a. for those students who are classified and placed
- - - - - - b. for those students who were diagnosed but not classified or placed

◇ decision point

It should be remembered that this systematic process assures economy while it safeguards individualization of the plan. Any instructional content, expressed in a hierarchy of developmental levels, can be adapted to this framework. However, the code must remain a constant reference for the system. New skills can be inserted as mid-points between skills given and old skills deleted if found to be irrelevant. Modify the skills sheets or the inventory lists, but keep the code consistent between the components.

You may choose to hand plan or computerize the system. If a computer program is written, the efficiency increases dramatically. An open-ended program allows inventory and skill revisions as needed.

Since this system was designed for and utilized in a public junior high school's 15% special education population, it has made survival a reality for its special education personnel. With the legal constrictures for time, it will make turn-around shorter and formulate viable, comprehensive and individual curriculum on time.

Sample for Planning the Instructional Plan for the I.E.P.

Conclusions (in the ed. evaluation)

Your own ed. evaluation will be page 1 of this packet.

Following the written synopsis of the protocal, a listing of strengths and weaknesses in this format will link with the remainder of the system. Depatmentalize the pattern so tnat the teacher can utilize the strenghts as she/he moves into the weaker skills.

DOMAIN OR DEPARTMENT	STRENGTHS	WEAKNESSES	CODE
PSYCHOMOTOR AND PERCEPTION	VISUAL MEMORY AUDITORY DISCRIMINATION AUDITORY MEMORY	VISUAL CLOSURE letter closure letter constancy	PV3
PRE-READING OR READING	SHAPE AWARENESS	DISCRIMINATION OF Long Vowels Short Vowels	 R1 R2
ARITHMETIC OR MATHEMATICS	Number Facts through # 6	Number Facts beyond #6 Adding Whole nombers with transfer	M3 M4
LANGUAGE DEV. AND COMMUNICATION	Sky writes fluently; draws shapes on paper recognizably	Graphomotor encoding for accuracy and endurance	L6
EMOTIONAL AND SOCIAL			(added by psychologist/ and/or social worker)
OCCUPATIONAL OR CAREER			

Student_____ Team_____ Starting Date_____

PERCEPTION SKILLS - SUPPLEMENTAL INSTRUCTION

		Date Taught	Date Achieved	Date Reviewed	Starting Point Next Year
*	Verbal				
PV1	Time & space awareness Distance Month, days, seasons Timeline				
PV2	Letter reception (A-2) Phoneme memory Phoneme expression oral, written				
PV3	Letter Closure -Visual; #27,#28,#31,#32 Letter figure-ground Letter constancy (reversals)				
PV4	Syllable/phoneme closure memory & constancy				
PV5	Word & phrase memory in context memory for audited sequences				
PV6	Rate of perception for words & phrases				
**	Number				
PN1	Shape discrimination				
PN2	Shape completion, figure-ground				
PN3	Number discrimination, closure, accuracy, figure-ground, constancy (reversals)				
PN4	Number expression - accurate copy				
PN5	Spatial alignment - position-in-space				
PN6	Number memory, sequencing, association				
PN7	Number concept - abstracting number relations, equivalents - comparisons				
PN8	Rate of perception of number and terms rate of computation				
*	Perception - Verbal				
**	Perception - Number				
		10		C.F.,L.C.	

LANGUAGE DEVELOPMENT - STUDY SKILLS

	SKILL	Date Taught	Date Achieved	Date Reveiwed	Starting Point Next Year
L1	Word structure Patterns of word Prefix / Root / Suffix Inflectional endings Contractions Functional (structural) words				
L2	Parts of speech subj. Predicate Adj. / verb / adverb / pronoun / conj. / inter. / noun / prep.				
L3	Oral expression For fact and feeling communication				
L4	Singular & Plural Possessives				
L5	Subject - verb agreement Tense & mood				
L6	Written expression graphomotor--daily drill -#12,#13,#14 typing composition descriptive creative affect expression - feeling level				
L7	Vocabulary - applied Concrete word usage Abstract word usage Synonyms, antonyms, homonyms				
L8	Proper Semantic usage				
L9	Sentence structure (4) Types of - declarative, interrogative, etc. Closure ability (deleted 5th word for meaning) Relational words, conjunctions				
L10	Spelling In isolation In context				
L11	Dictionary & Reference Skills Finding words - guide words - main entry Definitions, examples, inflected forms, pronounciation Abbreviation, application Encyclopedia - cross referencing - note taking Library - using catalog cards Use of book-table of contents, glossary, Index Specific hunt Organizing a paper or project				
L12	Maintaining a notebook				
L13	Preparing for tests; homework				

over

#2

Student _____ Team _____ STARTING DATE _____

READING	Date Taught	Date Achieved	Date Reviewed	Stg.Pt. Next Year
R1 Decoding: Long Vowels				
a e i o u x x x				
From a list of mixed vowels, select a,i,or u when called; repeat and look at correct letter #1,#2,#3				
R2 Short vowels				
a e i o u x x x				
aboveand apply to a key word #5,#6,#7,#8				
Variant a e u o				
R3 Vowel digraphs				
ae ai au aw ay ea ee ei eo eu ew ey				
ie oa oe oi oo ou ow oy ue ui				
R4 Consonants				
R5 Consonant digraphs				
ch gh ng ph sh th wh				
R6 Consonant blends				
bl br cl cr dr fl fr gl gr pl pr sc				
str scr sk sl sm sn sp spl spr squ st sw tr tw				
R7 Vowel rules				
R8 Sight Vocabulary (500 words) Word pairs Basic set Dolch list				
R9 Decoding Syllables				
Initial Medial final				
R10 Whole word analysis Key syllables Fusing syllables				
R11 Structural analysis Prefix, root, suffix Compound words Inflectional endings				
R12 Syllabication - awareness of no. of one vowel sound per syllable Six generalizations				
R13 Accent silent schwa (danced) shifting in polysyllables				

C.F.L.C.

COMPREHENSION	Date Taught	Date Achieved	Date Reviewed	Starting Point Next Year
R14 Literal				
Cause and effect				
Main idea				
Detail finding				
Sequence				
Purpose				
Outlining				
R15 Inferential				
Synthesis				
Context - word meanings				
Truth vs fantasy				
Fact vs opinion				
Characterization				
Author's purpose				
Evaluation - creative endings				
Application				
Cloze meanings from context				
R16 Vocabulary				
Association and application				
R17 Speed Reading				
R18 Reading in Content Area				
Vocabulary				
Concepts				
Sequence				
Materials identified				
Application to subject				
Word problems - cue finding				

Student_____ Team_____ Starting Date_____

MATH	Date Taught	Date Achieved	Date Reviewed	Starting Point Next Year
M1 Measurement - basic				
imperial - then metric				
Linear ☐ Weight ☐ Temperature ☐				
Liquid ☐ Volume ☐ Simple area ☐				
M2 Computation with measures				
M3 Number Facts				
1 2 3 4 5 6				
7 8 9 10 11 12				
Rapid retrieval of times table facts				
M4 Adding whole numbers with transfer				
Adding whole numbers with decimals				
Subtracting whole numbers with transfer				
Subtracting whole numbers with internal zero				
Subtracting whole numbers with decimals				
M5 Multiplying with a single digit multiplier				
Multiplying with 2 or 3 digit multiplier				
Multiplying with zero s) in problem				
Multiplying with mixed numbers				
M6 Dividing with single digit divisor				
Dividing with 2 & 3 digit divisor(s)				
Dividing with zero in the divisor (dividend)				
Dividing with smaller dividend by larger divisor				
Dividing by decimal(s), into decimal(s)				
Dividing whole numbers by a decimal no.				
M7 Fractions				
Reducing fractions to lowest terms				
Converting whole numbers to fractions				
Whole/part concept				
Converting mixed numbers to improper fractions (and reversed)				
M8 Adding common fractions w/like denominators				
Adding common fractions w/unlike denominators				
M9 Subtracting common fractions w/like denominators				
Subtracting common fractions w/unlike denominators				
Subtracting common fractions & mixed no.- transferring				
M10 Multiplying common fractions				
Multiplying common fractions and whole numbers				
Multiplying common fractions and mixed numbers				
			C.F.,L.C.	

MATH (cont.)	Date Taught	Date Achieved	Date Reviewed	Starting Point Next Year
M11 Dividing common fractions				
Dividing common fractions by a whole no. (and reversed)				
Dividing a mixed number by a common fraction (and reversed)				
Dividing a mixed no. by a mixed no.				
M12 Solving Proportions				
Solving proportions with complex fractions				
Solving Ratios				
M13 Percent				
Converting decimal fractions to per cent				
Converting common fractions to decimal fractions and to per cent				
Converting whole per cent to decimals				
Converting mixed per cent to decimals				
Converting whole per cent to common fractions				
Converting mixed per cent to common fractions				
M14 Finding a whole per cent and mixed per cent of a no.				
Finding a number when its per cent is given				
Converting per cent of less than 1 to decimal fractions				
M15 Word problems - strategies				
Thru strength into weakness				
M16 Integers				
M17 Graphing, recording & locating values				
M18 Geometry				
Plane and solid				
Spatial relations of plane figures, depth				
M19 Pre-algebra				

PERCEPTION INVENTORY

#	ITEM	Quantity	Publisher	Skill Code(s)	Objective(s)
1P	Shape Analysis Cards	1 set	Teaching Resources	PN1	shape discrimination
2P	Flash X Films	2 sets	EDL	PN1-PN4	" ",copy
3P	Visual Memory I	21 books	Craig Education	PN2,PV8	shape reproduction visual memory-motor
4P	The Alphabet	1 bk/masters	Psychotechnics	PV2,PV8	letter reception visual memory
5P	Visual-Aura Tracking	2 sets	Ann Arbor	PV2,PV3,PV6	Figure-ground, constancy, rate of perception
6P	Michigan Tracking	7 tapes	Ann Arbor	PV3	letter, consonant, vowel digraph tracking
7P	Introduction to phrase reading	II w/slides	Craig Reader	PV5	word and phrase memory in context
8P	Puzzles & Patterns	5	Steck Vaughn	PN5,PV7	V-M Spatial alignment graphomotor accuracy
9P	Whoosh	1	Illco	PV7	V-M Coordination
10P	Body Concept	1 box	DLM	PV3	Directionality,spatial
11P	O'Hare Starite Prog	5 boxes		PN1,PN6	shape discrimination
12P	Language & NUMber	8 books	Fitzhugh Plus	PN3	Number discriminating closure, constancy
	etc.				
	etc.				
		etc.			

READING INVENTORY

#	Item	Quantity	Publisher	Skill Code(s)	Objective(s)
1R	Sound Off	1 set	Educators Publishers	R1 thru R7	Decoding long vs. short vowels, blends
2R	Phonics and Word Development #2	2 tapes	Educational Activities	R1 - R6 L4 - L7	Decoding consonants, blends & digraphs
3R	Breaking the Code	2 books	Open Court	R1 - R7	Long vs Short vowels, diphthongs
4R	Phonic Rummy	1 set	Kenworthy	R1 - R6	" "
5R	Target Blue	1 set	Addison & Wesseley	R1, R12, L7	Vowel rules, sight recognition, syllables
6R	Reading Practice Program	1 kit	Harcourt-Brace	R1 - R13	Decoding, accent
7R	Crossword Puzzles for Phonics I, II	2 sets	Continental Press	R4	Consonants
8R	Scope Visuals #7 consonant crosswords	1 set	Scholastics	R4, R5	consonants & digraphs
9R	Consonants & Digraphs	1 book	Ideal	R4, R5	" "
10R	Phonic Quizmo	2 boxes	Milton Bradley	R4, R5, R6	", digraphs, blends
11R	Consonant Wheels	1 box	" "	" " "	" " "
12R	Sound Soda	1 book	Kids and Comp.	R5, R6	consonant blends, dig.
13R	Word Trek	1 game	DLM	R5, R6	digraphs, blends
14R	Basic Sight Words	1 set films 1 master	Psychotecnics	R8	Sight recognition
15R	Action Now	1 book set	Benefic	R8	" "
16R	Troll Readalongs Earthquakes	1 tape 15 booklets	Troll Associates	R8, R14, R16	Vocabulary, Assoc. & applic. literal compr
17R	Scope Visuals-Voc.	2 books(tr)	Scholastics	R8	Vocabulary building
18R	Syllable Flip Cards	1 set	Kenworthy	R9, R12	6 rules for syllabication
19R	Specific Reading Skills	9 sets Gr3 9 " " 4	Kenilworth	R9, R10, R11, R16	Whole word analysis vocab., structural "
20R	Reading Tutor Kit	1 kit	The Education Center	R9, R11, R12, R14	Decoding syllables, Literal comprehension
21R	Phonetic Word Analysis	tapes 2 dupl. books	Ideal	R1 - R7	Vowels, digraphs, blends, consonants
22R	Smooth Talk	2 books	Steck Vaughn	R10	Fusing syllables
23R	Word Suffixes	1 set	Kenworthy	R11	suffixes structural analysis
24R	SRS Specific Rdg Skills	20 books 2 tchrs	Kenilworth	R11, R12, R14, R16	syllab., vocab., struct, anal, lit comp
25R	The Friends You Make	3 books	Follett	R11, R14, R16	Literal comprehens. vocabulary, str. anal
26R	The Job You Get Turner-Lvnston	19 books	"	" " "	" " " values, socialization
27R	Principles of Syllabication	2 bks & dittoes	Boning	R12	syllabication rules

#	Item	Quantity	Publisher	Skill Code(s)	Objective(s)
28R	The Syllable Game	3 games	Garrard	R12	syllabication
29R	Syllabication	tapes 2 dupl. bks	D & W Boning	"	"
30R	Reading for Comprehension	1 set	Continental Press	R14	Lit. Compr. Facts, Main idea, etc.
31R	Getting the Main Idea	10 books	Barnell Loft	R14	Main Idea
32R	Action Unit Book 1	5 books	Scholastics	R11, R14	Structural analysis Lit. Comprehension
33R	Determining sequence	7 books	Scholastics	R14	Sequrnce, Lit Compr
34R	Getting the Main Idea	1 kit	Educational Insights	"	Main Idea "
35R	Let's Read	5 books	Holt, Rinehart, Winston	"	" "
36R	Reading for Meaning	8-level 2 8- " 3 7- " 4	Lippincott	R15	Inferential Compr
37R	Reading Attainment system 2	1 set 34 books	Grolier	" , R16	" ", application
38R	Reasoning Skills	2 books	Scholastics	R15	Inf. Compr.
39R	Word Meaning through Content	5 books	"	"	" ", vocabulary
40R	Figurative Language	2 books	"	", R16	" "
41R	Four Seasons at Lakeland	4 tapes 4 books, manual	EMC	" ", R20	" , listening skills
42R	Reading for Vocab.	10 books	Sullivan	R16	Listening skills
43R	Soviet Union	20 books	Garrard	R18	for more accurate reading in content are
44R	Vikings	5 books	Arnold	R19	Rdg for enjoyment
45R	American History	12 "	Benton	R18	Content area rdg.
46R	Treasure Island	5 "	Scott-Foresman	R19	rdg for pleasure
47R	Robinson Crusoe	3 "	Fearon	"	" " "
48R	Test Pilot	2 "	Bowmar	"	Rdg. for enjoyment
49R	Cast a Giant Shadow	2 "	Doubleday	"	" " "
50R	Coping	10 "	AGS	"	social awareness
51R	Winners All	4 tapes, bklts	EMC	R15, R20	attending skills

Math Inventory

#	Item	Quantity	Publisher	Skill code(s)	Objective(s)
1M	Learning New Skills in Arithmetic	2 sets	Continental	M4-M11	whole no. computation fractional concepts
2M	Decimal abacus board and discs	1 board 1 set discs	Invicta Plastics	M4	Decimal place value; hands on
3M	Basic Math Tape	1 tape	Educational Activities	M4	Addition and subtraction of whole numbers
4M	Flash X	2	Educational Develop Labs	M5,M6	Mult & Division combinations
5M	Number Line	1	Ideal	M4	Number concept-manip.
6M	Know It All Series 5	2	Educ. Insights	M4,M5,M7	Basic computation fractions
7M	Math Wheel	3	Milton Bradley	M7,M13	Relationships between fraction-decimal- %
8M	All About Fractions	2 sets	Mafex Associates	M7 - M11	Fractiond-reducing
9M	Fraction Tapes	2 tapes, 1 teacher ed	Loose	" "	Fractional operations
10M	Mathlab	1 set	Benefic	M7,M10,M17,M18	Child discovery & expl to math concept
11M	etc.				
	etc.				
		etc.			

LANGUAGE INVENTORY

#	Item	Quantity	Publisher	Skill Code(s)	Objective(s)
11L	Exciting Writing	3 kits	Frank Schaffer	L6	Creative writing affective writing
12L	Let's Write BM2	4 bks	Hayes	L6	Graphomotor accuracy
13L	Chalkboard for Cursuve	5 board	Kleeco	L6	Graphomotor-gross and fine fluency
14L	Cursive Tracking	4 bks (purple)	Ann Arbor	L6	Graphomotor accuracy and speed
15L	Cursive Writing#2	5 (red)	Ann Arbor	L6	" "/fluency
16L	Penmanship Guides	10	(homemade) by student	L6	" kinesthetic reenorcer
17L	Looking at Words in Sentences	4 (Tchrs)	Educ. Dev. Labs	L7 L2	Vocabulary-concrete & abstract:usage;speech pt
18L	Opposites-Felt Bd.	2	Milton Bradley	L7	Antonyms
19L	Scope Visuals: Figurative Language Word Meaning Vocabulary	 3 4 3	Scope	L7 L8	Vocabulary Word Usage Critical speech & semantics
20L	In Other Words	3 orange 12 wkbks 3 green 7 wkbks	Scott-Foresman	L7	Usage Synonyms Antonyms
21L	Scrabble	1 game	Sel-Rite	L7	Vocabulary-word configuration
22L	Jetto Secret Word	1 game	" "	L7	Vocabulary
23L	Word Discrimination Vocabulary Grammar	3 Bks 2 " masters	Ideal	L7 L8	" Critical differences; application to context
	etc.				

ANNUAL UPDATES
(or reevaluations for revision)

This review and revision must be an evaluation of skills-- the skills earlier specified on the skills sheets (p.4). The hierarchy that you define must be broad enough on the developmental scale to allow for ample growth. These objectives are really the criteria you measure the child's growth against.

The update should reference back to page 4 and notate the new dates for:

1. skills to be retaught - no progress was made in that skill
2. skills to be reviewed - progress is erratic; the child forgets or confuses
3. skills on the step being taught anew

Go through the skill sheets and specify skills taught in all departments or domain areas as they are <u>appropriate</u> to the <u>individual</u> child at <u>that</u> time.

Alert your typing staff to incorporate the new entries in the expanded plan that will be presented to the child after parent/teacher/specialist planning. These sheets are then used as a working skeleton of the I.G. that will be typed.

The final plan will specify related services, schedule, annual goals, and evaluative criteria - all of which are components for implementing this program.

Annual updates, then, become a specific guide when they include:

1. a statement of annual goals
2. a series of pertinent and timely objectives (skills)
3. a description of program and schedule
4. a statement of related services
5. evaluative criteria (refer back to criteria on the skill sheets and progress in ameliorating the stated weaknesses)
6. an explanation of the placement's least restrictive environment and assurance
7. date and participants' signatures

Many C.S.T.s prefer to update the performance level data at this time also.

It is helpful to meet with the classroom teacher to review the old skills sheets much before the parent arrives so that the coordinator of the plan is aware of the current performance in the classroom and the teacher is advised of testing levels and next steps on the hierarchy.

NOTE****

Like other new approaches, this system is only as effective as the lead time that you plan for it. That is, you will need to ask administration for one week moratorium on you duties in order to:

1. devise your own forms and linkage
2. meet with teachers to explain the hierarchy of skills and how to use the information
3. meet with the CST to brief them on your approach so that they can provide emotional/social, occupational, and psychomotor data
4. meet with the clerical staff to inform them of this change and review the forms